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vos. Line 752, G. Paris reads: *Savez comment? J'è esprovez*, with lacuna between 754 and 755; Herzog: *Savez comment j'è esprové*. The line is rather a statement, and refers to the trial through which Gauvain has just passed, hence read: *Savez comment l'ai (or l'è) esprové*, supposing no lacuna. Line 844 *li mener* may be retained, as Marie de France, *Fables* xxiii, 47, and cf. Herzog's emendation to line 1176: 863 *ce que doit?* (interrogation mark); 884 (and 1018) *a toz*, probably the preposition, hence *atot*.

I do not fear to appear hypercritical (especially as I freely acknowledge my own past sins of this kind) in mentioning the fact that some expressions used by the editor are un-English, suggesting too obviously the workshop. For a publication of permanent value, it is certainly not only of some importance, but of very great importance, that the English text should be carefully looked after before its presentation to the public. Germanisms like "fall together," Gallicisms like "the writing" (*la graphie*) and "precise a dialect," or "tutoiement and vouement" may easily be avoided. I should say also that Mr. Armstrong has too readily granted *droit de cité* to the French adjective *francien*, which, by well established analogy, should appear in English in the form Francian.

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BIBLIOGRAPHY.

Books of Reference for Students and Teachers of French. A Critical Survey by E. G. W. BRAUNHOLTZ, M. A. London: Th. Wohleben, 1901. 8vo, iv and 80 pp.

A careful perusal of this little manual leaves the critical mind in doubt as to what may be a just estimate to place upon it: the general idea appears to be so good and the workmanship so poor. The evident object of the work is to serve as a guide for a teacher of French in ordering books from a dealer, or in calling for them in some public library—an object which surely deserves the highest commendation. When, however, we proceed to examine the mode of carrying out this plan we are sur-

prised at the crudeness and primitiveness which characterize the author's efforts.

We find, in the first place, no general divisions in the book, but merely some twenty-eight chapters all placed on a par with one another. Furthermore, these chapters appear to be arranged in no logical or even regular order: beginning with *Bibliographies* we end with *Geography of France*, after having passed through such intermediate stages as *Collections of Extracts*, *Phonetics*, *Provençal*, *French Pronunciation*, *Colloquial French*, *Education in France*, and *French History*, not to mention the nineteen other subdivisions. In some of the chapters an attempt at further classification has been made, although usually the information given is jumbled together in a few unwieldy paragraphs.

For example, the division for *Old French* consists of only two paragraphs, the first one covering nearly four pages and the second less than one page. The distinction made here is that the first paragraph is intended for those who wish to learn some Old French, and the second for those who desire to confine themselves to the modern language but who would like to get a glimpse of the Old French literary spirit. The modern French versions of the *Chanson de Roland*, however, are very inconsistently placed in the middle of the first paragraph, and several works intelligible only to those who know German appear in the second paragraph, whereas they might perhaps more properly have been assigned to a paragraph by themselves.

The *Critical Survey* of the title-page would seem to refer to the fact that several hundred of the titles cited have a few words of explanation or estimate added, while there has been a certain effort at constructing a framework into which the thousand or two references might be inserted. Although the material presented is more abundant than that in the somewhat similar work of Prof. Koschwitz, the author's selective faculty does not seem to have been largely called into play, and he certainly cannot be really acquainted at first hand with one-half of the books he recommends to the use of the student. The principle the author may have followed in making his selection is not apparent, but he seems to have had a

decided *penchant* for citing immense series of volumes which no student or teacher could think of purchasing for his own library. As might very naturally have been expected, especial prominence is given to works published in England, and this very properly indeed as being what the majority of his readers will most wish to know about.

The most important omission noticed is in the section on *Books and Manuscripts*, where no mention is made of Monaci's three collections of facsimiles, in spite of the fact that his collection of one hundred such is certainly the most available one for students of French palæography, taking into consideration both its scope and its price. On p. 22 we miss Prof. Warren's *History of the Novel*.

One of the most interesting of the opinions expressed by the author is to be found on p. 18, where we find the sentence :

"the admirable illustrated *Geschichte der französischen Litteratur*, by Suchier and Birch-Hirschfeld—is a worthy and in some points even superior, rival of Petit de Julleville's large work."

As an amusing title we may cite (p. 50) "Poiré's *French course for evening classes*."

The typography is rather poor throughout, and numerous errors of various sorts are noticeable, especially in French words.

Not even distantly approaching Prof. Koschwitz' work for advanced students, nor Prof. Rossmann's for practical work in Paris, the present book would seem to be rather better adapted as a *vademecum* for a student working in the large public libraries.

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ENGLISH LANGUAGE.

An Elementary Old English Reader (Early West Saxon), edited by ALFRED J. WYATT, M. A. (Cantab. et Londin.). Cambridge: At the University Press, 1901. 171 pp.

THIS Reader forms the continuation of the same author's *Elementary Old English Grammar*, which appeared in 1897. Covering, as it does, singularly familiar ground—its texts being taken from well-known and much used

critical editions—there was little chance for display of original scholarship. In accordance with the scheme of his *Grammar*, Wyatt has confined himself entirely to Early West Saxon. Hence he had naturally to fall back on Sweet's edition of the *Orosius* and the *Cura Pastoralis*, and the Earle-Plummer text of the *Chronicles*. The selections from the latter include the major part of the Parker MS. annals up to 901 A. D.; *Orosius* is rather fully represented by nineteen selections (not omitting Olthoff's and Wulfstan's voyages); and the *Cura Pastoralis* is drawn upon for twelve chapters, in addition to Ælfred's Preface;—making in all ninety-six pages of reading matter.

It is a surprise to us that in this book, which is intended for beginners, the length of vowels has been left unmarked in the texts, only the MS. accents being given. Is the young student expected to master the quantity of vowels solely by means of the Glossary, or will he find it a pleasant task to enter the diacritical signs into the text himself? This method, in our opinion, only serves to increase the difficulties of the study. The beginner simply needs the marks of quantity; why, then, withhold them from him in an elementary book? Sweet followed a more practical course in reserving unmarked texts (from Ælfred and Ælfric) for those who had previously worked through his *Anglo-Saxon Primer and Reader*. Similarly, in the Glossary, we miss certain helps which are ordinarily supplied in books of this kind, namely the separation of compounds into their elements, the labeling of the strong verbs with their class numbers, and the occasional inclusion of inflectional forms, for example, the preterits of verbs or plurals of nouns. Hardly any etymological hints are given. Very likely, serious pedagogical reasons are responsible for this procedure; but we are strongly inclined to question its utility. We are willing to admit, however, that the actual users of the Reader may, after all, be the best judges of its practical merits.

The editor's work, as shown in the Notes and Glossary, is careful and scholarly, as in fact we had reason to expect from Mr. Wyatt. Especially the notes on the two Alfredian texts are quite welcome. A few explanations have been noticed which do not seem to the point.